RICE HUMANITIES
Center for Languages and Intercultural Communication

Second Year Spanish II
SPAN 264 - Fall 2020

MW 2:45-3:40 PM (In person sessions)
F 2:45-3:40 PM (Zoom sessions)

Instructor: Dr. Aja Roberts
Room: SST 106
Office: 223 Rayzor Hall 116
Office hours: 12:30-2:30 (M,W) and by appointment.
Email: ar123@rice.edu

For news and important announcements from the CLIC, please follow us:

@clicrice

Instagram

*****Prerequisite: Span 263 OR placement in 264 by the Spanish Placement Test OR equivalent transfer credit*****

TEXTBOOK

Protagonistas, 2nd ed. Vista Higher Learning ISBN 978-1-68004-989-3.[1]

- Chapters 15 through 18 of *Protagonistas* will be covered.
- Where to purchase it?
  - At the bookstore: ISBN: 9781680049893
  - Online through publisher: https://vistahigherlearning.com/school/rice
- You can find a user guide about how to set up an account and register for the class at https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

COURSE DESCRIPTION AND OBJECTIVES

Span 264 is a course designed to further develop listening, speaking, reading, and writing skills in Spanish. It offers students the opportunity to expand their vocabulary, improve their grammatical

accuracy, speak and write in paragraph length, and gain a greater cultural understanding of the Spanish-speaking world. Students will continue to develop the ability to engage in reflective and independent thinking in Spanish; to identify, construct and evaluate arguments; and to identify the relevance and importance of ideas.

SPAN 264 adheres to the vision of the Center for Languages and Intercultural Communication (CLIC) at Rice University. Students will develop sociolinguistic and sociocultural knowledge in target language to communicate and interact with speakers of Spanish at an intermediate level of competence. The course is based on a student-centered, critical-thinking approach to language analysis/acquisition. Students will become aware of the structural, conceptual, social and cultural aspects associated with language use (including their own native language).

COURSE OUTCOMES

By the end of the semester, students should be able to do the following:

Listening

- Identify the main ideas and several details on familiar topics when listening to a person or in dyads or triads, as well as when viewing audio/visual resources.

Reading

- Use critical thinking skills and context clues to deduce the meaning of unfamiliar words and make many accurate inferences.
- Understand factual texts on subjects related to their interests that consist mainly of high frequency every day-related language.

Speaking (interaction)

- Initiate, and maintain conversations, giving opinions on familiar topics while keeping in mind to interact in a culturally appropriate manner.
- Paraphrase with the use of circumlocution and use context clues to deduce the meaning of some unfamiliar words.
- Respond accurately to complex information questions with ideas relevant to the topic being discussed.

Speaking (production)

- Describe experiences and events, desires, recommendations and can give detailed reasons and explanations for opinions and plans.
- Describe content and issues about familiar topics in a detailed way.

Writing

- Narrate and describe using compound sentences, with the most accuracy in the present tense and several expected errors in other tenses.
- Understand and use vocabulary from familiar thematic word groups, including several culturally appropriate and idiomatic expressions, even though they may unintentionally switch from the formal to the informal.

Intercultural Learning

- Identify, compare and contrast as well as analyze some cultural products, practices and perspectives of the Hispanic culture such as media and current events while understanding geographical, historical, artistic, social, or political features of the communities being studied.
- Identify the cultural resources and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the material, as well as some geographic, historical, artistic, social, or political features of target culture communities.

Interactional Learning

- Participate and continue a conversation by expanding on topics and asking substantive follow-up questions.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.

EXPLANATION OF COURSE REQUIREMENTS

1. Homework (5%): There will be small assignments throughout the semester that will be announced in class or in *Canvas*. The most important, which is not necessarily "assigned" but should be done daily, is studying (for example preparing and reviewing material for the next class scheduled. This can be done according to each student's needs and habits, but it is necessary to create a good foundation starting on the first day of the semester. Students should follow the calendar to reinforce work done in class. Please, be aware that the calendar might change so weekly programs are posted on the "Announcements" section on *Canvas*.

2. Supersite Homework (15%): students will work with this online companion and digital platform from
VHL Central. To complete each homework simply log on to the textbook's website:
www.vhlcentral.com. The activities assigned represent extensive practice that will assist students to internalize the language. **Homework will need to be completed by the dates that appear in the VHL Supersite**. Late homework is accepted with a 5% reduction for each day it is late. Submissions after 9 days from the due date will result in zeros. As with any website, you might experience technical issues. Make sure you **report these issues to the VHL Technical Support not the instructor**. You can submit your request at
https://support.vhlcentral.com/hc/en-us/requests/new

3. Compositions (20%): There will be **2 compositions** that will formally assess your written communication abilities in Spanish.

4. Exams (20%): There will be **2 written exams** and they will be take home. These will test your acquired knowledge of the material and competences covered in class such as reading, writing, and listening, cultural awareness and language analysis.

5. Oral Exams/Role-plays (20%): There will be **2 oral exams/role-plays** to be completed **in pairs**. This will last about 5-7 minutes and will be completed in class. The goal is for students to demonstrate their ability to establish a conversation or role play exercise in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, spontaneity, interpretation, and negotiation of meaning-bearing information with a peer or the instructor. It is not recommended to write a script and have each group member memorize it.

6. Conversations (20%): Students will engage in **4 conversation assignments** with a native speaker. Conversations should last between 9 and 10 minutes. Guidelines will be posted on Canvas.

- You are expected to engage in a short conversation with a Language Consultant via Zoom. A completion grade will be given. These sessions will help your speaking abilities. It is your responsibility to check their calendar (link below).
- **You need to submit a critical self - reflection.** You will analyze the conversation and indicate specific conversational features/practices/strategies that made the interaction a successful one. Detailed instructions can be found on Canvas.

LANGUAGE CONSULTANTS: CLIC offers language consultants free of charge to all language students. SPAN 264 students are encouraged to use this resource as often as possible either to consult about assignments, to review material and ask questions, or simply for conversation practice. A schedule of available hours can be found om the CLIC lab website. You can meet the language consultants via Zoom.

https://calendar.google.com/calendar/embed?src=rice.edu_4c0743mak0abhj1des9gd17sl0%40group.calendar.google.com&ctz=America%2FChicago.

GRADE DISTRIBUTION

SPEAKING & LISTENING	**40%**
INTERACTIONAL	
Oral Exams/Role-plays (2)	20%
Conversations with Native Speaker (4)	20%

WRITING, READING, & LISTENING	**60%**
Homework Supersite Homework (VHL website) Compositions (2) Written Exams (2)	5% 15% 20% 20%
TOTAL	**100%**

There is no final exam for this class.

The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F. Grades are not rounded.

ATTENDANCE

Before coming to class, perform a self-evaluation each time and if you feel even the slightest bit of sickness or Covid-19 symptoms, stay home and participate remotely. You should be in class only if you feel completely healthy. Moreover, at any time this semester if you feel unable or unwilling to be present for a F2F meeting, you can opt out of the meeting and participate remotely --- no questions asked, no permission needed, no penalty incurred.

All students are allowed **3 unexcused absences**. More than 3 unexcused absences will drop the final grade by one third level (i.e. from A to A-) per missed absence beyond 3. If you miss a class, it is your responsibility to catch up with what was covered in class that day. **Excused absences** are allowed in the case of serious illness, participation in university-sponsored activities, observance of religious holidays, interviews for graduate school, jobs or medical school. Please understand that good communication is essential. **When you miss class, you must email your professor either before missing or the day you return.**

- All students who live four or fewer time zones away are expected to attend every class synchronously via Zoom.
- All students who are living where the time zone is >4 hrs from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.
- **Punctuality** is required. Students who are learning remotely are expected to arrive to class on time (e.g., within 5 minutes of start time). This is essential because links/docs posted in the Chat window and are only available to students who are present at the time the links are posted. Constant late arrival to the scheduled virtual meetings and/or early departure will negatively affect your performance. Mainly, out of courtesy, avoid this type of interruption.
- **If you miss class,** it is *your* responsibility to catch up with what was covered that day. Class PowerPoint presentations and/or handouts are uploaded to Canvas for your review. Any important announcement will be posted in Canvas.
- **Make-ups:** Class Calendar will be made available on Canvas on the first day of class. If you know in advance that you will not be able to take an exam you must make arrangements with your instructor **prior** to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will **only** be allowed if you contact the instructor ahead of time.

PARTICIPATION

As college-level students who made a choice to learn a language, you will not be graded with regards to your behavior in class. However, students should be aware that they are expected to come prepared to class in order to engage as an active participant and collaborate to ensure a productive learning environment as described below.

Our **learning environment** is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor with the utmost respect. This will enrich your cultural learning experience.

PARTICIPATION STATEMENT

- Students are expected to be actively engaged in the classroom. Please keep your video camera on and microphone muted. Use the [chat, raise hand, unmute, etc.] when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out needed adjustments.
- In this course, students are expected to work in pairs and groups. Students should use Zoom breakouts, screen-share software, Google docs, portable white boards, etc. if they need to view other students' work. Students should discuss with their teammates how to contribute to group work.
- Active engagement is an essential component of the learning process. Participation in online courses includes discussion within online forums and activities during the week in which the class is engaged with the same content. Students are expected to log into the course, monitor course discussions, and engage as appropriate for the course.

THINGS TO DO

- Be prepared
- **ONLY** use Spanish in class
- Be an active listener
- Participate actively in individual, small group, and/or whole class activities and discussions as much as possible and within the context of in person and online instruction.

THINGS TO AVOID

- Texting
- Side and off-topic conversations

- Cell phone or computer use for tasks not associated with class
- Sleeping
- Attending class under the influence of substances
- Not respecting in person and online etiquette

Any issues regarding this policy will be addressed individually. **Be reminded,** that any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the **Student Code of Conduct**. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

PPE AND PHYSICAL DISTANCING

We will be meeting in person two days a week for the foreseeable future. This means that when you are in the classroom, you must properly wear a mask or face covering and to abide by Rice's physical distancing policy.

The instructor reserves the right to instruct students to leave the classroom if they are engaging in behavior that places faculty and/or students' health at risk. If students do not comply, the instructor may cancel the class meeting and refer the student to Student Judicial Programs and the Dean of Undergraduates or the Dean of Graduate and Postdoctoral Studies.

Please leave the classroom immediately after class ends. This will help reduce the crowding that occurs between class periods.

If you have questions at the end of class, please submit them via email or attend office hours. If you email a question, the instructor will try to answer it within 24 hours during weekdays.

HYBRID DELIVERY AND HEALTH STATEMENT

I acknowledge the seriousness of the global and national current situation in regards to the COVID-19 pandemic. Because of it, our course will be offered in a hybrid delivery format. I ask for your cooperation and patience while we navigate through the semester and perhaps face unexpected challenges or changes. I will keep you informed and updated about any changes in our course and give you the time and input you need to understand those changes and continue your work with ease.

What you can do:

- Let me know if you're struggling with either technical, academic or personal issues that affect your performance in class.
- Feel free to share suggestions and feedback on in person and online delivery.
- Remember to engage with students attending class through *Zoom*.
- Review online and *Zoom* etiquette available on *Canvas*.
- Follow your progress throughout the semester and reflect on ways to improve.

TECHNOLOGY RESOURCES

Students must have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Students should test their equipment before joining class. Undergraduate students should contact the Dean of Undergraduates if they have concerns about meeting this requirement. Graduate students should contact their department.

If your computer/phone has no webcam/microphone, which are needed to complete some assignments, please let the instructor know as soon as possible and [contact the Dean of Undergraduates if you need to request support via the Access and Opportunity Portal (HTTPS://AOP.RICE.EDU/APPLICATION), contact your academic department if you are a graduate student, request to borrow one from the Digital Media Commons].

PRIVACY AND CONFIDENTIALITY

In line with FERPA REQUIREMENTS, recorded classroom discussions involving students will be available only to students officially registered and enrolled in the class. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

POLICIES

LATE WORK POLICY

- **Homework** will get 10% deducted for each day late.
- **Supersite VHL Homework** will automatically get 5% deducted for being late.
- **Compositions** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.
- **Conversations** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.

FINAL GRADE POLICY

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, that is on the last instruction day, **there is no further assignment or meeting intended to boost or change the grade**. Follow your grades and performance during the semester and verify your Canvas before the last week of class.

RICE HONOR CODE

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

All work is bound by the Honor Code unless instructed otherwise. You may consult with your classmates, friends, your professor and/or tutor for projects and homework. You may use a dictionary or textbook in everything except quizzes and exams. All tests and quizzes must be exclusively your own work. You may not copy someone else's work, information on the Internet, or have someone else write your assignments for you. All sources in written work and presentations must be properly acknowledged. You may not submit a writing assignment already submitted in another class for a grade.

INCLUSIVITY STATEMENT

In our classes, you will be asked to speak and write regularly about yourself and your family and friends. We respect that our students have diverse identities, relationships, and family backgrounds, and we are committed to honoring these without assumptions or judgment. Because Spanish is a language that marks grammatical gender and number, and because our courses include assessments of your grammatical competence, we invite you to dialogue with us on the appropriate gender and number markings for you and those you write about so that we may give you feedback accordingly.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult me. There are resources on campus that can support you in your efforts to meet course requirements and overall a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source

of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, current state of public health crisis or a personal struggle can also contribute to decreased academic performance. Be kind to yourself, reach out.

WELLBEING AND COUNCELING CENTER

Supports student development and success by providing a good first point of contact for students who want to talk to someone about solutions to their wellbeing and mental health concerns. Through the WCC, Rice University provides cost-free mental health services to help you manage personal challenges that threaten your personal or academic well-being. (https://wellbeing.rice.edu/rice-counseling-center)

DISABILITY SUPPORT SERVICES

Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first week of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

https://drc.rice.edu/Links to an external site.

TITLE IX

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am **required** by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleixrice.edu, or email titleixsupport@rice.edu.

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.

[2] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.